

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|--------------------------------------|
| School name | Athersley North Primary School |
| Number of pupils in school | 280 |
| Proportion (%) of pupil premium eligible pupils | 50% (Based on funding of 139 pupils) |
| Academic years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Elizabeth Iles |
| Pupil Premium Leaders | Clare Storr/Kirsty Wordsworth |
| Chair of Governors | Elizabeth Iles |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £221,435 |
| Early Years' pupil premium funding allocation this academic year | £2,808 |
| Recovery premium funding allocation this academic year | £21,894 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £246,137 |

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and make good progress, in line with national expectations, and where pupils are capable, higher than national expectations.

We have carefully considered the barriers that our pupils face and strive to ensure we provide a strategy that will support their needs.

We will work hard to ensure pupils receive high-quality teaching. We will support teachers to ensure they are clear about how they can scaffold learning and make learning clearer and accessible for pupils, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure our plans are effective we will:

- Ensure disadvantaged pupils are provided with clear scaffolds and supports to ensure they can be independent in their learning
- Adopt a whole school approach in which all staff raise expectations that all pupils, especially disadvantaged pupils, can meet expectations
- Staff will take a 'whatever it takes' attitude towards providing the intervention required to ensure disadvantaged pupils make good progress from their starting points

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils enter school with significantly lower basic skills than their non-disadvantaged peers. |
| 2 | Impact of the subsequent low values placed on educational importance outside of school preventing pupils to make the progress expected of them when learning from home. |
| 3 | Social, emotional, behavioural and communication barriers to learning. |
| 4 | Safeguarding concerns and lack of parental engagement. |
| 5 | At least one in five of Pupil Premium pupils in school also have a Special Educational Need or Disability. |
| 6 | The low values placed on educational importance results in high absence rates and persistent absence for disadvantaged pupils. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| There will be improved Reading, Writing & Maths attainment among disadvantaged pupils. | Key Stage 2 Reading, Writing and Maths outcomes in 2024/25 will show that disadvantaged pupils will be equal to that of their non-disadvantaged peers. |
| The school will have achieved and sustained improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 will have been demonstrated by:</p> <ul style="list-style-type: none"> The attendance rate for disadvantaged pupils will be equal to that of their non-disadvantaged peers The percentage of disadvantaged pupils who are classed as persistently absent will be no greater than the percentage of non-disadvantaged pupils |
| There will be improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| There will be improved phonics attainment data among disadvantaged pupils. | Key Stage 1 phonics outcomes in 2024/25 will show that more than 95% of disadvantaged pupils have met the expected standard. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £120,000

| Activity | Evidence that supports this approach from Education Endowment Foundation | Challenge number(s) addressed |
|---|---|-------------------------------|
| Leaders will continue to monitor the quality of teaching and learning in Phonics and provide teaching staff with tailored support accordingly. | ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds’ Phonics EEF (educationendowmentfoundation.org.uk) | 1 |
| Leaders will continue to monitor the quality of teaching and learning in spelling and handwriting and provide teaching staff with tailored support accordingly. | ‘Supporting high quality teaching is pivotal in improving pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap’ Effective Professional Development EEF (educationendowmentfoundation.org.uk) | 1 |
| Leaders will continue to procure support via the English Hub and Read Write Inc. Phonics Scheme. (RWI). | ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’. Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk) | 1 |
| Leaders will procure support via ‘The Writing Project’. | ‘During Spring 2021, Learners First worked with the experienced and extremely skilled and knowledgeable leaders at Humberstone Academy, winners of the UK's Literacy School Of The Year, to introduce two school-led writing programmes to over 130 teachers from more than 40 different schools. The feedback, and tangible impact, of this work has been extremely positive and ongoing participant evaluation has been used to further refine and revise the content. | 1, 2 |
| Purchase of standardised diagnostic assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. | 2 |

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| Checking and Intervening will be used in all classrooms to provide pupils with immediate feedback to respond to any misconceptions in their learning. | <p>'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attaining pupils'.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |
| The school will procure a comprehensive package of School Improvement services including Continued Professional Development (CPD) opportunities tailored to the teaching and learning of disadvantaged pupils. | <p>'Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap'.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| The school will ensure that pupils are given the opportunity to explicitly learn new vocabulary. 'Bedrock' vocabulary programme will continue to be established in school. | <p>EEF Improving Literacy in KS2 Guidance report states that 'extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words'.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| The school will continue to restock the library so that pupils have the opportunity to read a wide variety of subject matter. The school will purchase class readers (story time books) as outlined on the school's reading spine to develop the magic of stories and book talk. | <p>'Embedding a love of reading can be transformative to pupils' academic success'.</p> | 1, 2 |
| Class sizes in Upper Key Stage 2 will temporarily be reduced to approximately 20 pupils to ensure that pupils receive targeted teaching support in smaller numbers. | <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socio-economically disadvantaged pupil populations.</p> <p>Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> | 1 & 2 |
| Teachers will use collaborative (or cooperative) learning approaches in some lessons. This involves pupils working together on | <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 & 3 |

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| <p>activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> | | |
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Targeted academic support

Budgeted cost: £90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Parents of pupils in the Early Years will be offered support from school staff in ways to support their child's learning at home.</p> <p>Phonics home packs will be purchased for pupils in Nursery and Reception which support parents/carers to use the RWInc scheme at home with their child when reading.</p> | <p>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | 6 |
| <p>The Nuffield Early Language Intervention will be delivered for pupils in Foundation Stage 2 to improve listening, narrative and vocabulary skills.</p> | <p>'The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial'.</p> <p>Nuffield Early Language Intervention (NELI) - Development of an... EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 & 5 |
| <p>1:1 phonics support sessions will be provided by dedicated practitioners to ensure disadvantaged pupils 'catch up quickly'.</p> | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 & 5 |

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| Disadvantaged pupils will read on a 1:1 basis twice a week with an adult. | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF educationendowmentfoundation.org.uk | 1, 2 & 5 |
| All Staff members will wear a RWI pinny and use transitional times to continue to support all pupils to recap learning. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF educationendowmentfoundation.org.uk | 1, 2 & 5 |
| Freshstart Phonics interventions for disadvantaged pupils in Year 5 and 6. | Fresh Start, the Ruth Miskin Training programme for older children who are struggling to read, has been tested through a previous EEF efficacy trial. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. Read, Write Inc. Read Write Inc. Phonics and Fresh Start EEF educationendowmentfoundation.org.uk | 1, 2, & 5 |
| (Recovery Premium) A qualified teacher will be non-class based to ensure targeted support and coaching for teaching can consistently be provided. | Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition EEF educationendowmentfoundation.org.uk | 1, 2 & 5 |
| (Recovery Premium) Disadvantaged pupils identified as requiring support to catch up due to the impact of the school closures due to the COVID-19 pandemic will be provided with tutoring support. | Research has shown that pupils learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. Small group tuition EEF educationendowmentfoundation.org.uk | 2 |
| Homework CPG books will be purchased to ensure homework is targeted towards catch-up objectives. | The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 1, 2 |

Wider strategies

Budgeted cost: £37,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>A Senior Inclusion Officer is employed to tackle underachievement by working in partnership with families, parents, carers to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>Closer monitoring of disadvantaged pupils' attendance and absence patterns.</p> <p>Staff will undertake home visits where disadvantaged families have been identified as requiring support.</p> <p>Targeted rewards will be provided to improve attendance across school.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p> | 1, 2, 3, 4, 5 & 6 |
| <p>Thrive training and resources will be provided to support disadvantaged pupils who have additional vulnerability.</p> <p>Thrive being an assessment programme to support disadvantaged pupils with gaps in their emotional and social skills which prevent them from developing as whole and confident learners.</p> | <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p> <p>Supplementary evaluations were carried out in 2018 and 2019 that further support these findings.</p> <p>Impact of Thrive - The Thrive Approach</p> | 1, 3 & 4 |
| <p>To implement various strategies to support emotional, social and behavioural development of disadvantaged pupils:</p> <ul style="list-style-type: none"> • Therapy sessions for individual pupils will be provided to pupils, where significant trauma has occurred. | <p>The average impact of successful social and emotional learning (SEL) interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> | 3, 4 & 6 |

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| <ul style="list-style-type: none"> • To support hard to reach families, the school will lead and coordinate EHAs/TAFs. • The school will facilitate targeted intervention groups for pupils displaying anxious behaviours. | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | |
| <p>School will provide opportunities for talented children from disadvantaged backgrounds to develop their cultural talents and will subsidise the cost i.e. Performing Arts and Music Tuition.</p> | <p>Cultural activity can enhance aspiration, ambition, discipline and confidence which can have a positive effect on attainment.</p> <p>cultural-education-a-guide-for-governors.pdf (musicmark.org.uk)</p> | 3 & 6 |
| <p>School will provide and subsidise experiences for disadvantaged pupils to further develop cultural capital including:</p> <ul style="list-style-type: none"> • School will provide opportunities for Year 6 pupils from disadvantaged backgrounds to experience residential visits and will subsidise the cost. • School will provide excursion experience learning opportunities throughout the school year and subsidise the cost. • Targeted extra-curricular activities for disadvantaged pupils on specific days identified as having poor attendance rates. | <p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education and provide a curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.</p> <p>(142 p31 Ofsted Early Years Inspection Handbook, Sept 2019)</p> | 3 & 6 |

Total budgeted cost: £246,147

Part B: Review of outcomes in the previous academic year (2021/2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| There will be improved Reading & Writing attainment among disadvantaged pupils. | Key Stage 2 reading and writing outcomes in 2024/25 will show that disadvantaged pupils will be equal to that of their non-disadvantaged peers. |
| <p>Reading- 46% of disadvantaged pupils achieved the expected standard and 12% of disadvantaged pupils achieved a greater depth standard compared to 51% of all pupils working at the expected standard and 12% of all pupils achieved a greater depth standard. Therefore, there is currently a 5% gap between disadvantaged and all pupils working at the expected standard. Pupils working at a greater depth standard are in line with all pupils.</p> <p>Writing- 54% of disadvantaged pupils achieved the expected standard 12% of disadvantaged pupils achieved a greater depth standard compared to 61% of all pupils working at the expected standard and 12% of all pupils achieved a greater depth standard. Therefore, there is currently a 7% gap between disadvantaged and all pupils working at the expected standard. Pupils working at a greater depth standard are in line with all pupils.</p> <p>Grammar Punctuation and Spelling- 50% of disadvantaged pupils achieved the expected standard 19% of disadvantaged pupils achieved a greater depth standard compared to 59% of all pupils working at the expected standard and 20% of all pupils achieved a greater depth standard. Therefore, there is currently a 9% gap between disadvantaged and all pupils working at the expected standard. Pupils working at a greater depth standard are in line with all pupils.</p> | |
| Pupils identified as requiring support to catch up due to the impact of the school closures due to the COVID-19 pandemic will have been provided with booster support. | By 2024/25, 100% of pupils will have made at least expected progress from their starting point. |
| <p>Following the period of school closures in the School Year 2020-2021, 66% of disadvantaged pupils made at least expected progress in Reading by the Summer Term 2022.</p> <p>Following the period of school closures in the School Year 2020-2021, 60% of disadvantaged pupils made at least expected progress in Writing by the Summer Term.</p> <p>Following the period of school closures in the School Year 2020-2021, 60% of disadvantaged pupils made at least expected progress in Mathematics by the Summer Term 2022.</p> | |

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| <p>The school will have achieved and sustained improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 will have been demonstrated by:</p> <ul style="list-style-type: none"> • The attendance rate for disadvantaged pupils will be equal to that of their non-disadvantaged peers • The percentage of disadvantaged pupils who are classed as persistently absent will be no greater than the percentage of non-disadvantaged pupils |
| <p>Severe outbreaks of Chicken Pox and continued waves of Covid infections have had a significant effect on rates of absence during the 2021-2022 academic year. This has disproportionately affected disadvantaged pupils.</p> <p>Disregarding these specific types of absence the rates of attendance for Pupil Premium pupils has increased.</p> <p>100% of pupils who were persistently absent in 2020-2021 have improved their attendance in 2021/2022.</p> <p>85% of the pupils deemed to be 'persistently absent' (PA) were no longer PA in 2021-2022 and their attendance rose above the threshold.</p> | |
| <p>There will be improved oral language skills and vocabulary among disadvantaged pupils.</p> | <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> |
| <p>In 2022, we are yet to accurately measure the impact of oral language for disadvantaged pupils and therefore have procured the 'Speech and Language Link' which is an assessment which all EYFS pupils will take in Autumn term 2022 to accurately measure their Oral Language ability. This will ensure we are able to measure the impact of interventions by the end of the 2022-2023 academic year.</p> | |
| <p>There will be improved phonics attainment data among disadvantaged pupils.</p> | <p>Key Stage 1 phonics outcomes in 2024/25 will show that more than 95% of disadvantaged pupils have met the expected standard.</p> |
| <p>In June 2022, 80% of disadvantaged pupils achieved the expected standard in their Phonics Screening Check. Of these pupils, 75% of the pupils who did not achieve the standard had an SEND need which impacted upon their ability to achieve the standard.</p> <p>92% of disadvantaged pupils left Key Stage 1 achieving the expected standard in their Phonics Screening Check. Of these pupils, 67% of the pupils who did not achieve the standard had an SEND need which impacted upon their ability to achieve the standard.</p> | |